



EYFS Curriculum Map F2 (2025-2026)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	<i>Marvellous me</i>	<i>Colours of the Rainbow</i>	<i>What a Wonderful World</i>	<i>Once Upon a time</i>	<i>In the garden!</i>	<i>At the Seaside</i>
Key texts	Week 1/2- Topsy and Tim start school Week 3- Marvellous me Week 4- Owl babies Week 5- I like bee's I don't honey Week 6- All are welcome here Week 7- Dipal's Diwali Week 8- Pumpkin soup	Week 1- Colour monster Week 2- Elmer Week 3-Elmer and the rainbow Week 4- The day the crayons quit Week 5- Christmas story (nativity) Week 6/7- Stickman Week 8- Christmas stories	Week 1- Big bear, little bear Week 2- Poles apart Week 3- A book of Bears Week 4- Lost and found Week 5- Chinese New Year Week 6- Mr Wolf's pancakes	Week 1-Goldilocks and the three bears Week 2- Goldilocks and the three crocodiles Week 3-The enormous turnip Week 4- Three little pigs Week 5- Easter story Week 6- Easter poem	Week 1-Jack and the beanstalk Week 3- Non fiction book- growing a seed Week 4- Tad Week 5- A Scarecrows Wedding- act out wedding ceremony Week 6- What the ladybird heard	Week 1- What the ladybird heard at the seaside Week 2- The treasure of pirate Frank Week 3/4- Snail and the whale Week 5- Real superheroes Week 6/7- Stella and the seagull
Additional texts	<i>We're going on a pumpkin hunt</i> <i>You choose</i> <i>Hairy Maclary</i>	<i>Dogger</i> The mixed up chameleon <i>The leaf thief</i>	<i>One day On Our Blue Planet- Antarctica</i> <i>The Snow Thief</i> <i>Martha maps it out</i>	<i>The magic porridge pot</i> <i>Goldilocks and the Three Crocodiles</i>	<i>Spinderella</i> <i>Luna loves gardening</i> <i>Jasper's beanstalk</i>	<i>Supertato</i> <i>'People Who Help Us' series</i> <i>Seal surfer</i>
Cycle A	● BASELINES ● Family ● Similarities/differences ● Hobbies ● Woodland habitats/animals ● Toys ● Autumn ● Halloween ● Diwali Particular individual interests to engage	● Colours ● Culture/ way people live ● Fireworks (link to bonfire and Diwali) ● Religious celebrations, Diwali, Christmas ● Remembrance day ● Autumn ● Hannukah	● Cold climates ● Animals in cold climates ● Maps ● Freezing and melting ● Winter sports ● Transport ● Winter ● Chinese NY ● Eid	● Structure of stories ● Houses – types comparisons around the world ● Habitats- farmyard, woodland ● Toys past/present ● Farmyard animals ● Easter	● Gardening/ Life cycle of a plant ● Lifecycle of a frog, plant, ● Transition to Y1 ● Spring	● Local Geography- coast ● Holidays/ Past/present ● Fairground rides ● Food and drink ● Lighthouse/ lifeboat- people who help us ● Careers ● Summer
Cycle B	<i>All about me</i>	<i>To infinity and beyond</i>	<i>Paddington's Journey Around the World</i>	<i>Happily, ever after</i>	<i>Growing</i>	<i>Under the sea</i>
Key texts	Week 1 / 2- The invisible string Week 2- Super Duper You (S7) Week 3- A Jar full of kisses Week 4- I love you blue kangaroo Week 5- The same but different Week 6- Rama and Sita- Diwali Week 7- Room on the broom	Week 1/ 2- The Marvellous Moon Map Week 3- How to Catch a Star Week 4- Whatever Next Week 5- Astro Girl Week 6- Week 7- The nativity story Week 8- Christmas stories	Week 1- Monkey puzzle Week 2- Handa's surprise Week 3- Kaya's heart song Week 4- Pattans Pumpkin Week 5- In My mosque	<i>Week 1- The Gingerbread Man</i> <i>Week 2- Little Red Riding Hood</i> <i>Week 3- Cinderella</i> <i>Week 4- Zog</i> <i>Week 5- Rapunzel</i> <i>Week 6- The Gruffalo</i> <i>Week 7- Easter poetry</i>	<i>Week 1- The Very Hungry Caterpillar</i> <i>Week 2- Superworm</i> <i>Week 3- The little sunflower</i> <i>Week 4- I will never not eat a tomato</i> <i>Week 5- Monsters don't like broccoli</i>	Week 1- Under the Sea Week 2- The Fish Who Could Wish Week 3- Rainbow fish Week 4- The Singing Mermaid Week 5- Commotion in the Ocean Week 6/7- Tiddler
Additional texts	<i>Peace at last</i> <i>Dinosaurs Love underpants</i> <i>Guess How Much I Love You</i>	<i>Night Monkey Day Monkey</i> <i>The Smeds and the Smoos</i> <i>Aliens Love Underpants</i>	<i>Dear Zoo</i> <i>This is London</i>	<i>The Smartest Giant in Town</i> <i>A squash and a squeeze</i>	<i>Oi frog</i> <i>The tiny seed</i> <i>Grow it</i>	<i>The Whale who ate plastic</i> <i>The boy who sailed the world</i> <i>The boy and the octopus</i>



EYFS Curriculum Map F2 (2025-2026)

Cycle B Possible lines of enquiry	● BASELINES ● Family ● Similarities/differences ● Hobbies ● Toys and toys in past ● Dragons/ Knights (SDY) Particular individual interests to engage ● Autumn	● Planets/stars/constellations shapes ● Space travel/Rockets ● Astronauts ● Religious celebrations, Diwali, Christmas ● Remembrance day ● Autumn	● Hot/ cold climates ● Famous landmarks ● Maps ● London ● Animals in hot climates ● Eid	● Castles- Kings and queens ● Baking ● Clothing changes over time and cultures ● Woodland animals ● Easter	● Minibeasts ● Lifecycle of butterfly ● Transition to Y1 ● The body (changes from baby to now) healthy eating/exercise ● Spring	● Animals under the sea ● Boats- floating/sinking ● Oceans around the world- maps ● Summer ● Transport- journey to the seaside- trip land train coach
Super 7 texts (throughout year/ Cycle A and B)	Traditional Tales The three little pigs Classics The tiger who came to tea Diversity and acceptance All are welcome here- Alexandra Penfold Emotions and feelings Ravi's Roar- Tom Percival Aspirations Giraffes can't dance- Giles Andreae and Guy Parker Rees Rhythm and rhyme Zog- Julia Donaldson Relationships People need people- Benjamin Zephaniah					

EYFS Curriculum Map F2 (2025-2026)



		Phase 2		Phase 3		Phase 4	
Literacy	Little Wandle	• s a t p • i n m d • g o c k • c k e u r • h b f l	• Ff ll ss j • v w x y • z zz qu • Words with s added to end, Ch • sh th ng nk • Words with s added to end as z sound	• ai ee igh oa • oo oo ar or • ur ow oi ear • air er words with double letters: dd mm tt bb rr gg pp ff • longer words	• Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear • Review Phase 3: er air words with double letters longer words • words with two or more digraphs • longer words words ending in -ing compound words • Longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	• short vowels CVCC • short vowels CVCC CCVC • short vowels CCVCC CCCVC CCCVCC longer words • longer words compound words • root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	• long vowel sounds CVCC CCVC • long vowel sounds CCVC CCCVC CCV CCVCC • Phase 4 words ending -s /s/ • Phase 4 words ending -s /z/ • Phase 4 words ending -es longer words • root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ • Phase 4 words ending in: -s /s/, -s /z/, -es longer word
		<i>Incorporating transcription through the daily letter formation/spelling in phonics sessions</i>					
	Phonics/reading	Read individual letters by saying the sounds for them Read a few common exception words matched to the school's phonics programme Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment (3 reads- guided reading- throughout year)	Read some letter groups that each represent one sound and say sounds for them (digraphs) Blend sounds into words so that they can read short words made up of know letter-sound correspondence (CVC)	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exceptions words Say a sound for each letter in the alphabet and at least 10 digraphs.	Read phrases and sentences made up of longer words with known letter-sound correspondences Read plural words	Read words with short vowel sounds, consonant blends and words with root endings	Read words with long vowel sounds and words with root and endings
	Writing (including work in drawing club)	Use some of their print and letter knowledge in their early writing for example writing a pretend shopping list that starts at the top of the page- write m for mummy Secure tripod grip Form some lower case letters	Form lower case letters and some digraphs Spell words by identifying the sounds and then writing the sound with the letter (CVC, CVCC)	Create and write captions Learn the role of a finger spaces to separate words Introduce Capital Letters Spell words by identifying the sounds and then writing the sound with the letter/letters (digraphs)	Oral composition of sentences throughout the year but specific focus this half term Begin to form sentences using a sentence builder (order correctly) Begin to form sentences using own words (use voice recorded to support)	Write short sentences with words with known letter sound correspondences using a capital letter (using voice recorder to support) and dictation from adult Sentence level tasks including longer words, suffixes and compound words and simple conjunctions such as 'and'.	Form lower case and upper case- mostly formed correctly Write own short sentences with words with known letter sound correspondences using a capital letter full stop and finger space (without voice recorder where possible) Write a sentence dictated from an adult Reread what they have written to check that it makes sense. Use Wow words in writing
		<i>Little Wandle Handwriting Scheme</i>					

EYFS Curriculum Map F2 (2025-2026)



	Comprehension		Read books for enjoyment	Learn what a setting and character is Find information from a non-fiction book	Identify and order key events from a story	Infer why a character did or said something	Reception end point- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	DC	<u>Drawing Club- daily</u> <i>Incorporating- modelled drawing, modelled writing / transcription, vocabulary, oral composition of writing</i>					
Adult led/ modelled/morning work/ enhancements ideas	Cycle A	Structure of stories/Narrative Characters Settings	Christmas lists Christmas cards (Sound out To ... Merry Christmas, love)	Labelling animals Fact files of animals- bears (A) Maps – labelling Sequencing enormous turnip/Chinese new year Mr Wolf’s pancakes- listing ingredients/ sequencing	Fiction/ Narrative- story maps – Goldilocks- what she passed on the way Settings descriptions 3 little pigs- wanted posters for wolf Shopping list/ instructions for porridge Recount- write sentence to match picture of event in traditional tale Easter cards/ poetry- making funny sentences, changing words - the hen was using a ‘pen’ - teacher led Holi	Explanation and text (plants/life cycles)- labels and sentence with each picture- diary of plants/life cycles- mini books Describing fruit/veg/ insects adjectives- longer words, suffixes and compound words and simple conjunctions such as ‘and’. Wedding invitations Labels- name places	Descriptive writing of beach shore/ creatures including wow words Sequencing journey around world (Snail) Informative posters about cleaning up beach/saving animals Labelling uniforms. When I grow up... (aspirations) Recount of trip (full sentences using wow words and capital letters/full stops)
	Cycle B			Paddington’s journey- Teacher led modelled email/ letter writing- labelling place names including some CLs Description of animals in rainforest (caption) Caption writing Chinese NY pics Fruit tasting and labelling favourite fruits Labelling places inside mosque	Shopping list/ instructions for making gingerbread people Wanted posters for the wolf Invitation to the ball (full sentence) The Gruffalo description (full sentence about body part) Make own rhyming sentence about easter item	Make class very hungry caterpillar book with full sentence including longer/compound words Design own worm with features/describe its skills Diary of sunflower planting/progress Creating menus of foods with fruit/veg Make own monster/ description/ skill (full sentence)	Descriptive writing of sea creatures including wow words Wishes for the future/aspirations Make large rainbow fish- each write on scale a kind act they have done/could do. Postcard from mermaid. Message in a bottle (full sentences using wow words and capital letters/full stops)
Physical Development		Make healthy choices activity (Screen time, sleep exercise)		Make healthy choices about toothbrushing		Make healthy choices about food and drink.	
	PE sessions	<u>Introduction to PE- Unit 2</u> Develop overall body strength, coordination, balance and agility. Use their core muscles to achieve a good posture when sitting at a table or sitting on the floor.	<u>Fundamentals- Unit 2</u> Develop overall body strength, coordination, balance and agility. Revise and refine the fundamental movement skills they have already acquired: Jumping <u>Ball skills</u> Further develop and refine a range of balls skills including throwing, catching, kicking, passing, batting and aiming Develop confidence, competence and precision and accuracy when engaging in activities which involve a ball.	<u>Dance</u> Develop overall body strength, coordination, balance and agility. Progress towards a more fluent style of moving, with developing grace. Combine different movements with ease and fluency	<u>Gymnastics</u> Develop overall body strength, coordination, balance and agility. Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group.	<u>Games</u> Develop overall body strength, coordination, balance and agility. Further develop and refine a range of balls skills including throwing, catching, kicking, passing, batting and aiming.	Sports day practice Combines skills from throughout the year to race, balance objects whilst moving and work in pairs/as a team. Changing into and out of PE kit

EYFS Curriculum Map F2 (2025-2026)



		Know and talk about the different factors that support their overall health and wellbeing-sensible amounts of screen time, good sleep routine. Exercise		Know and talk about the different factors that support their overall health and wellbeing- toothbrushing.		Know and talk about the different factors that support their overall health and wellbeing- healthy eating, being a safe pedestrian,	
	Developing throughout year	Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. By end of F2, children should be able to cut around smaller shapes with curved/zig zag lines by staying close to or on the line. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor					
Maths		Week 1- Subitising within 3 Week 2- Focus on counting skills Week 3- Explore how all numbers are made of 1s. - Focus on composition of 3 and 4 Week 4- Subitise objects and sounds Week 5- Comparisons of sets- ‘just by looking’ - Use the language of comparison : <i>more than</i> and <i>fewer than</i>	Week 6- Focus on counting skills Week 7- Comparisons of sets- by matching - Use the language of comparison: <i>More than, fewer than, an equal number</i> Week 8- Explore the concept of ‘whole’ and ‘part’ Week 9- Focus on the composition of 3, 4 and 5 Week 10- Practice object counting skills - Match numerals to quantities within 10 Verbal counting beyond 20 SSM- Talk about patterns and measures SSM- Circles and triangles Shapes with 4 sides	Week 11- Subitise within 5 focusing on die patterns - Match numerals to quantities within 5 Week 12- Counting- focus on the ordinality and the ‘staircase’ pattern - See that each number is one more than the previous number Week 13- Focus on 5 Week 14- Focus on 6 and 7 as ‘5 and a bit’ Week 15- compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i> - Make unequal sets equal SSM- Mass and capacity SSM- Length, Height	Week 16- Focus on the ‘staircase pattern’ and ordering numbers Week 17- Focus on ordering of numbers to 8 - Use language of <i>less than</i> Week 18- Focus on 7 Week 19- Doubles- explore how some numbers can be made with 2 equal parts Week 20- Sorting numbers according to attributes- odd and even numbers SSM- Explore 3d shapes	Week 21- Counting- larger sets and things that cannot be seen Week 22- Subitising- to 6 including in structured arrangements Week 23- Composition- ‘5 and a bit’ Week 24- Composition - of 10 Week 25- Comparison- linked to ordinality Play track games	Week 26- Subitise to 5 - Introduce the rekenrek Review and assess- Automatic recall of bonds to 5 Review and assess– Composition of numbers to 10 Review and assess– Comparison Review and assess– Number patterns Review and assess-Counting SSM- Visualise- build, map Colour Key Subitising Counting, ordinality and cardinality Composition Comparison
Communication and Language		Engage in story times Learn new Vocabulary Use new vocabulary through the day Understand how to listen and why listening is important	Learn new Vocabulary Use new vocabulary through the day Ask questions to find out more and check they understand what has been said to them Use social phrases	Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives	Describe events in some detail Listen and talk about stories to build familiarity and understanding. Retell the story once they have developed a familiarity with the text as some as exact repetition and some in their own words. Listen and talk about stories to build familiarity and understanding.	Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen. Use new vocabulary in different contexts Engage in non-fiction books Listen to and talk to talk about selected non-fiction to develop a deep familiarity	Listen carefully to rhymes and songs paying attention to how they sounds- <i>making songs/poems</i> Learn rhymes poems and songs
Personal, Social, Emotional Development		Jigsaw- Being me in my world Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Jigsaw- celebrating difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Jigsaw- Dreams and goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Jigsaw- Healthy me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Jigsaw- Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Jigsaw- Changing me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

EYFS Curriculum Map F2 (2025-2026)



Expressive Arts and Design		Explore, use and refine a variety of artistic effects to express their ideas and feelings Develop storylines in their pretend play Listen attentively, move to and talk about music expressing their feelings and responses	Return to and build on their previous learning refining ideas and developing their ability to represent them Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance performing solo or in groups. Sing in a group or on their own increasingly matching the pitch and following the melody	Explore use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources and skills (inc. modelling) Investigate different line types/tools/surfaces.	Develop storylines in their pretend play Return to and build on their previous learning refining ideas and developing their ability to represent them	Develop storylines in their pretend play Explore use and refine a variety of artistic effects to express their ideas and feelings Start to produce observational drawings	Return to and build on their previous learning refining ideas and developing their ability to represent them Watch and talk about dance and performance art, expressing their feelings and responses. Safely use a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.
	Charanga	<u>Me</u> Clap or tap to the pulse of songs or music and encourage children to join in.	<u>Christmas play/performance</u> Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing the pitch of a tone sung by another person ('pitch match')	<u>Lilting Lullaby</u> 1. Pitch match with accuracy when singing. 2. Feel the lilt of a 2–3 pattern of beats in music with five beats.	<u>Number Time</u> 1. Sing with expression. 2. Hear, draw and sing melody shapes.	<u>Wellbeing Matters</u> 1. Learn to explore and share emotions. 2. Follow a leader to play loudly and quietly.	<u>Rhythm Adventure</u> 1. Sing songs rhythmically. 2. Combine words to compose rhythms.
	Specific focus	Holding pencil secure tripod grip- giving finer details to drawings such as hands and toes on portrait	Colour mixing and recap paintbrush strokes Painting with outdoor objects Thinner paintbrush Autumn printing Cut around a small shape	Animal drawings with different materials	Art work of houses/settings/ characters- recapping how to draw a person Junk modelling- select various materials for features	Observational drawings of plants/insects including different types of lines- object placement Rubbings/printing with smaller objects e.g. small lego	Name all primary colours and secondary colours Sea art work through painting, collage, weaving with strips of paper Clay models
	Utw	Name and describe people who are familiar to them Talk about members of their immediate family and community Understand the effect of changing seasons on the natural world around them Know that there is a purpose to technology e.g. tapestry	Comment on images of familiar situations in the past (Christmas through the years) Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community Understand the effect of changing seasons on the natural world around them Similarities and differences between places	Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries Understand the effect of changing seasons on the natural world around them	Comment on images of familiar situations in the past Understand the effect of changing seasons on the natural world around them I can discuss the most basic rules for staying safe online	Explore the natural world around them Describe what they see, hear and feel outside Recognise that people have different beliefs and celebrate special times in different ways- rein act wedding ceremony and look at differences in weddings in different cultures Use the interactive whiteboard for programmes/games Select technology for a particular purpose e.g. Use a camera tool to document work during different stages.	Comment on images of familiar situations in the past Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them Name and describe people who are familiar to them Talk about members of their immediate family and community Understand the effect of changing seasons on the natural world around them

EYFS Curriculum Map F2 (2025-2026)



Enrichment					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Family stay and play Diwali- activities and 'My First Festival' Halloween Tapestry engagement- baby photos	Autumn extravaganza- EYFS/KS1 event Remembrance day Christmas performance Children in need Christmas crafts and carols- parents/carers in Christingles Poetry share- previous half term Charity Santa run Hannukah- 'My First Festivals' and activities in provision Tapestry engagement- Christmas/toys in the past	Chinese New Year Event Tapestry Engagement- photos of dressing for hot and cold holidays/ days	Eid- 'My First Festivals' Virtual visit to a mosque Shrove Tuesday Safer internet day Visit from Dental team- bus brush World book day- bring favourite book to share Holi Easter bonnet competition and parade- parents/carers attend to make bonnets with children	Sunflower competition- share progress on tapestry	Nurse visit- handwashing Parent/ career visitors Lifeboat team visit Fireman visit Tapestry engagement- Family holidays from the past/present Cycle A- Bridlington/ Sewerby Cycle B- The Deep International day of friendship



EYFS Curriculum Map F2 (2025-2026)

End of EYFS expectations

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Maths	Number	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.